

# Canyon Elementary

## California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

### Chris Kerrigan, Principal

Principal, Canyon Elementary

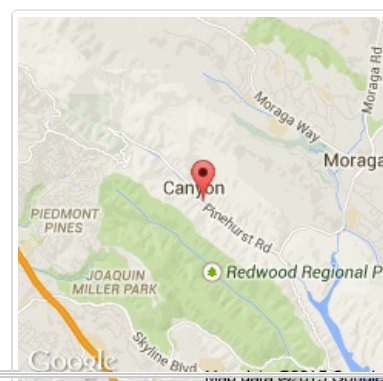
### About Our School

There is no message from the principal at this time.

### Contact

187 Pinehurst Rd.  
Canyon, CA 94516-0187

Phone: 925-376-4671  
E-mail: [canyones@canyon.k12.ca.us](mailto:canyones@canyon.k12.ca.us)



[View Larger Map](#)

## About This School

### Contact Information - Most Recent Year

School	
<b>School Name</b>	Canyon Elementary
<b>Street</b>	187 Pinehurst Rd.
<b>City, State, Zip</b>	Canyon, Ca, 94516-0187
<b>Phone Number</b>	925-376-4671
<b>Principal</b>	Chris Kerrigan, Principal
<b>E-mail Address</b>	<a href="mailto:canyones@canyon.k12.ca.us">canyones@canyon.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.canyon.k12.ca.us">http://www.canyon.k12.ca.us</a>
<b>County-District-School (CDS) Code</b>	07616716003677

District	
<b>District Name</b>	Canyon Elementary
<b>Phone Number</b>	(925) 376-4671
<b>Web Site</b>	<a href="http://www.canyon.k12.ca.us">http://www.canyon.k12.ca.us</a>
<b>Superintendent First Name</b>	Gloria
<b>Superintendent Last Name</b>	Faircloth
<b>E-mail Address</b>	<a href="mailto:gfaircloth@canyon.k12.ca.us">gfaircloth@canyon.k12.ca.us</a>

*Last updated: 2/3/2015*

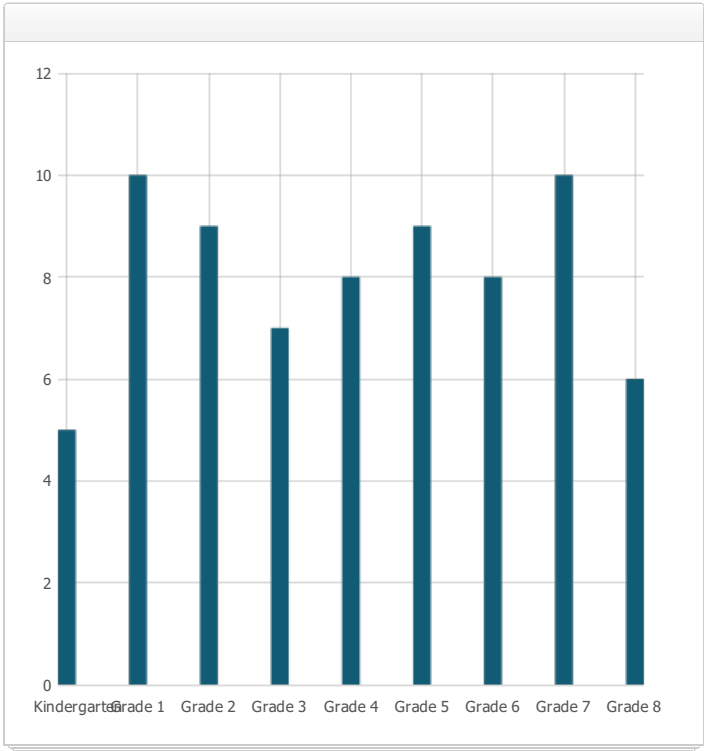
### School Description and Mission Statement (Most Recent Year)

Canyon School's mission is to foster lifelong love of learning integrating individual academic growth and achievement with artistic expression. We draw strength from our extended community rich in historic tradition, our unique natural setting, and our small size. The School provides a sanctuary for developing the talents, strengths, and confidence of each individual so that our students become resourceful adults who think and act creatively and critically in the world community.

*Last updated: 2/3/2015*

**Student Enrollment by Grade Level (School Year 2013-14)**

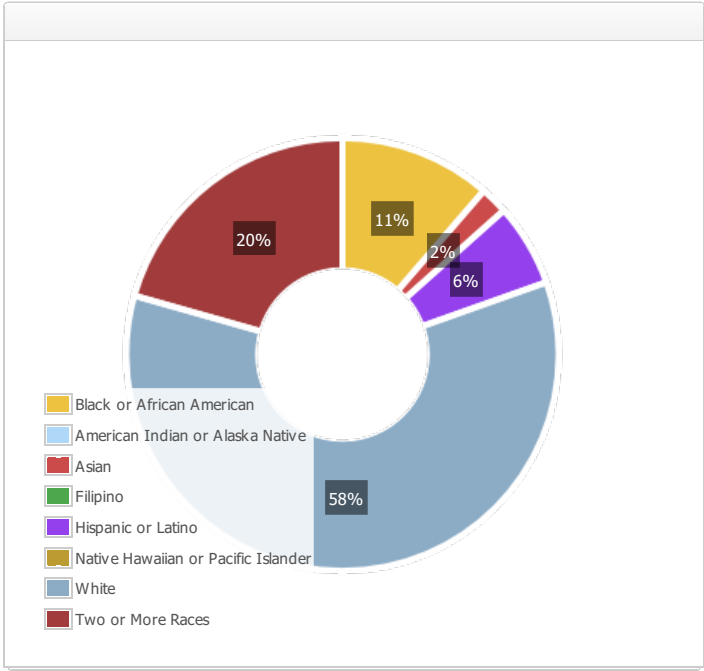
Grade Level	Number of Students
Kindergarten	5
Grade 1	10
Grade 2	9
Grade 3	7
Grade 4	8
Grade 5	9
Grade 6	8
Grade 7	10
Grade 8	6
<b>Total Enrollment</b>	<b>72</b>



Last updated: 2/3/2015

**Student Enrollment by Student Group (School Year 2013-14)**

Group	Percent of Total Enrollment
Black or African American	11.1
American Indian or Alaska Native	0.0
Asian	2.8
Filipino	0.0
Hispanic or Latino	6.9
Native Hawaiian or Pacific Islander	0.0
White	58.3
Two or More Races	20.8
Socioeconomically Disadvantaged	11.1
English Learners	0.0
Students with Disabilities	0.0



Last updated: 2/3/2015

## A. Conditions of Learning

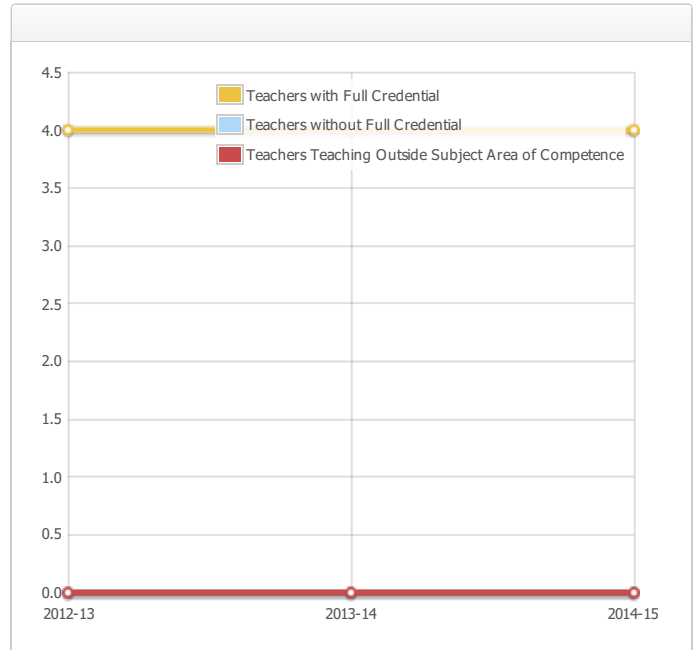
### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

#### Teacher Credentials

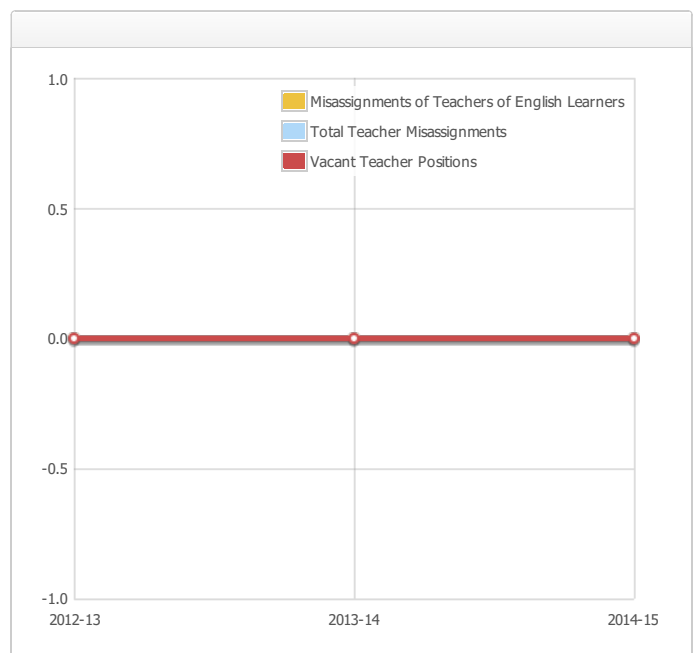
Teachers	School		District	
	2012-13	2013-14	2014-15	2014-15
With Full Credential	4	4	4	4
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 2/3/2015

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 2/3/2015

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)**

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	100	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year**

Year and month in which data were collected: September 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Not adopted		0.0
Mathematics	Go Math Grades K to 8	Yes	0.0
Science			0.0
History-Social Science	Oxford University Press Ancient Times The European World		0.0
Foreign Language	N/A		0.0
Health	N/A		0.0
Visual and Performing Arts	N/A		0.0
Science Lab Eqpmt(9-12)	N/A - Elementary School		0.0

Last updated: 2/3/2015

**School Facility Conditions and Planned Improvements - Most Recent Year**

Our insurance company inspects our site annually. No repairs are needed.

Last updated: 2/3/2015

**School Facility Good Repair Status - Most Recent Year**

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None needed.

Interior: Interior Surfaces	Good	None needed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	None needed.
Electrical: Electrical	Good	None needed.
Restrooms/Fountains: Restrooms, Sinks/Fountains		
Safety: Fire Safety, Hazardous Materials	Good	None needed.
Structural: Structural Damage, Roofs	Good	None needed.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	None needed.

**Overall Facility Rate - Most Recent Year**

Overall Rating	Exemplary
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*Last updated: 2/3/2015*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	92	75	94	92	75	94	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 2/3/2015*

#### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	94
All Students at the School	94
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/3/2015

**Standardized Testing and Reporting Results for All Students - Three-Year Comparison**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	80%	77%	81%	80%	77%	81%	54%	56%	55%
Mathematics	70%	70%	66%	70%	70%	66%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	75%	60%	75%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/3/2015

**Academic Performance Index Ranks – Three-Year Comparison**

API Rank	2011	2012	2013
Statewide	9	8	8
Similar Schools			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 2/3/2015

**Academic Performance Index Growth by Student Group – Three-Year Comparison**

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	-10	-12	-2
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 2/3/2015



**Career Technical Education Programs (School Year 2013-14)**

Not applicable to Canyon.

*Last updated: 2/3/2015*

**Career Technical Education Participation (School Year 2013-14)**

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

*Last updated: 2/3/2015*

**Courses for University of California and/or California State University Admission**

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	0.0
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

# State Priority: Other Pupil Outcomes

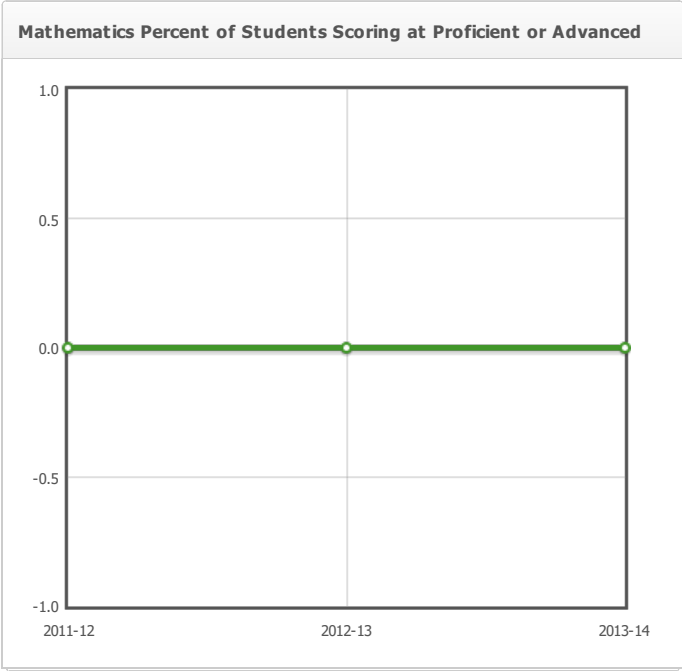
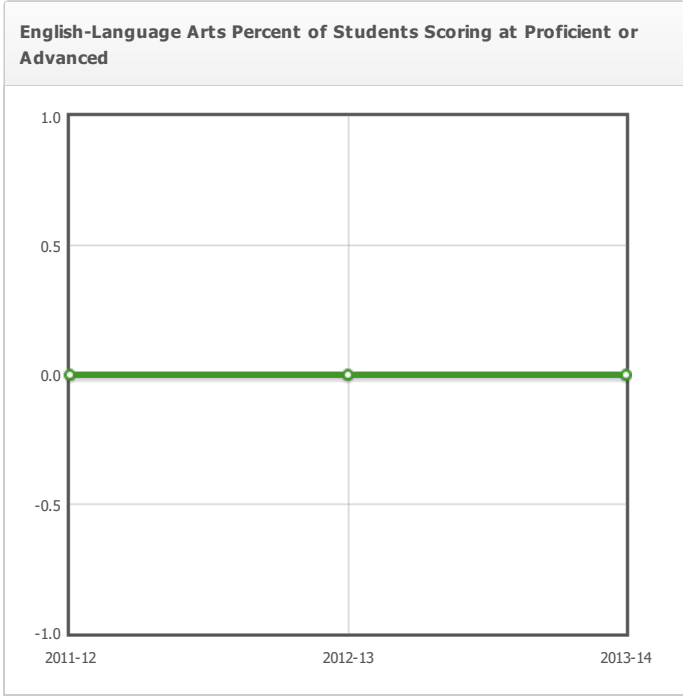
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

## California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	0%	0%	0%	0%	0%	0%	56%	57%	56%
Mathematics	0%	0%	0%	0%	0%	0%	58%	60%	62%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



Last updated: 2/3/2015

**California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if****applicable)**

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	0%	0%	0%	0%	0%	0%
All Students at the School	0%	0%	0%	0%	0%	0%
Male	0%	0%	0%	0%	0%	0%
Female	0%	0%	0%	0%	0%	0%
Black or African American	0%	0%	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%	0%	0%
Asian	0%	0%	0%	0%	0%	0%
Filipino	0%	0%	0%	0%	0%	0%
Hispanic or Latino	0%	0%	0%	0%	0%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%	0%	0%
White	0%	0%	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged	0%	0%	0%	0%	0%	0%
English Learners	0%	0%	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%
Students Receiving Migrant Education Services	0%	0%	0%	0%	0%	0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 2/3/2015*

**California Physical Fitness Test Results (School Year 2013-14)**

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.0%	0.0%	7.0%
7	0.0%	0.0%	8.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 2/3/2015*

## C. Engagement

# State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement - Most Recent Year

CATSS (Canyon Association To Support the School), our parent organization, provides opportunities for school community members to get together socially to share ideas and concerns and to raise funds for the school. New suggestions are always welcome. Traditionally CATSS plans and organizes special events such as the Halloween Carnival and the Annual Auction, which are intended both as community building activities and as fundraisers for field trips and other special activities. CATSS maintains binders containing detailed records of past events and supplies such as signs, props and dishes. CATSS also ensures that there is help and food available at key school events such as school plays, open houses, and graduation. CATSS meets monthly at members' homes, with childcare provided, but participation is welcome even if you cannot attend the meetings. Look for volunteer sign-up sheets in the school foyer. This year's president is Avril Thompson, the treasurer is Sonya Wilson and the secretary is Gina Gaiser.

Canyon Education Foundation is an independent, non-profit organization dedicated to providing long-term support to sustain and enhance the programs of the Canyon Elementary School District. The foundation aims to work closely with the school board and staff and complement the activities of CATSS. The Foundation's current directors are Craig Thompson, David Lascuresses, Patty Paton, and Gail Smith-Pratt.

Classroom volunteers. Each class has a volunteer room parent, who works closely with the teacher to communicate with parents and coordinate their support for class activities including performances. (All families are asked to help with special activities in their child's class). Other volunteers, supervised by teachers, tutor students and help with in-class activities.

Lunch and playground volunteers distribute lunch cards and provide lunchtime playground supervision. They are invited to eat lunch if they want to. They are responsible for knowing and enforcing the School's behavior guidelines (Be Safe – Be Kind – Do Your Best) as well as specific rules for student behavior at lunch (students should sit while eating, not throw food, use indoor voices and walking feet when indoors, etc.) and on the playground. They should be ready to use conflict resolution procedures in case of disputes between students. Lunch and playground volunteers work under the supervision of School staff.

Snack providers bring healthy mid-morning snacks for children in each classroom. Snacks are not meant to satisfy students' hunger or spoil their appetites for lunch but only to tide them over, so small portions are definitely in order. Snacks may be left in the classrooms at the beginning of the school day; if it is necessary to put them in the refrigerator, be sure that they are labeled and that the teacher knows about them. Appropriate snacks include fruit, vegetables, bread or rice cakes, perhaps accompanied by cheese, peanut butter, or salsa. PLEASE DO NOT BRING SWEETS OR HIGH FAT-CONTENT FOODS! Although children often appreciate them, such snacks can lead to tooth decay, obesity, and other health problems and they may contribute to behavior problems. Schedules for snack volunteers are provided by room parents. Participation is voluntary – all families are asked to participate, but they may tell the room parent that they do not wish to. No child will be denied snack.

Field trip drivers/chaperones are usually recruited from, but not limited to, the parents of the students who are going. Drivers must have submitted required forms to the School office certifying that they have an appropriate level of car insurance, that their cars are in safe condition, and that they have seat belts for all passengers. Car assignments are made by teachers or school staff and should never be changed without their permission, because it is essential to know who is riding with whom. Drivers are provided with emergency information cards for all children in their care. Drivers and other parents who come along also serve as chaperones during the field trip. Chaperones are expected to remain attentive, model appropriate behavior, assist wherever necessary in supervising students' behavior, and follow the instructions of the teacher in charge. They should refrain from buying treats or souvenirs for their own children unless they are prepared to do the same for all students. Each chaperone should continuously monitor the children from their own car group for the duration of the field trip. [Field Trip Driver's Information Forms are included in the summer mailing]

Garden volunteers work with teachers and students in class activities, coordinate with the food services manager to provide produce for lunches, and care for the garden outside school time.

Housekeeping volunteers (including Summer Work Day volunteers) perform tasks such as moving furniture for floor cleaning, cleaning out roof gutters, spreading ground cover in the playground, dusting high shelves, and cleaning windows. Many of the tasks are suitable for children, who can take part under a parent's supervision. This is easy but necessary work, and all families are asked to participate – those who cannot attend organized summer or weekend work days should contact a staff member about completing housekeeping tasks at other times.

Special events helpers (many of them for each event) take care of publicizing, setting up, catering, cleaning up, and providing thanks and acknowledgments. CATSS coordinates helpers for all special events.

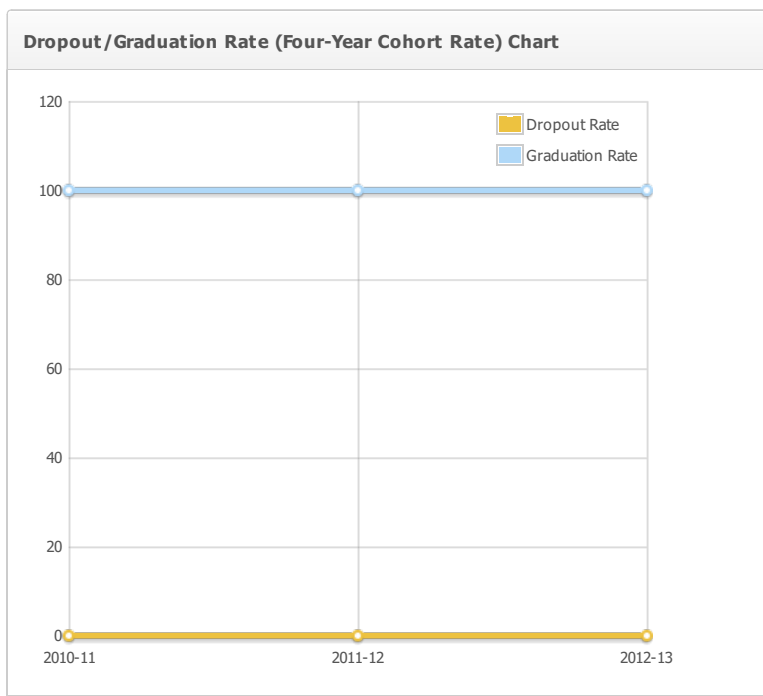
# State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	0.0	0.0	0.0	0.0	0.0	0.0			
Graduation Rate	100	100	100	100	100	100	77.14	78.87	80.44



Last updated: 2/3/2015

**Completion of High School Graduation Requirements**

Group	Graduating Class of 2013		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

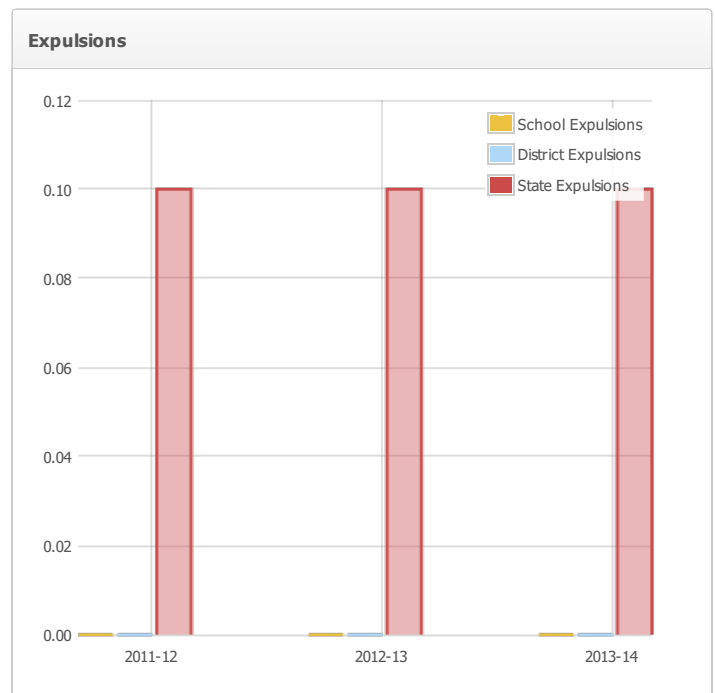
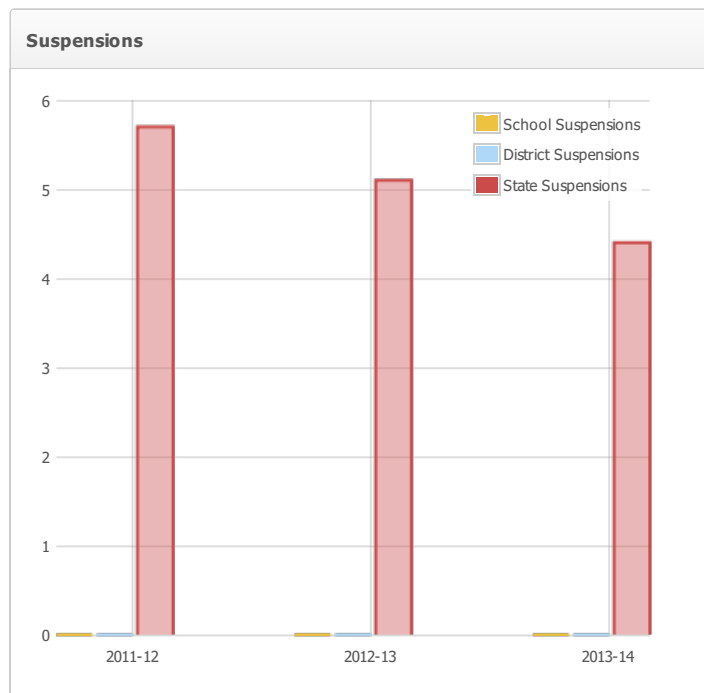
# State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

## Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.00	0.00	0.00	0.00	0.00	0.00	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 2/3/2015

## School Safety Plan - Most Recent Year

The District has developed a comprehensive safety plan, which includes procedures for responding to disasters, threats, and ongoing safety concerns. A copy is available for review in the office. In accordance with the safety plan, regular fire drills and inspections are conducted, safety issues are discussed in classes and assemblies, and members of the teaching staff receive training in first aid.

Last updated: 2/3/2015

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	Yes	Yes
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	Yes
Met Percent Proficient - Mathematics	Yes	Yes
Met Graduation Rate	Yes	Yes

*Last updated: 2/3/2015*

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement *		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	%

Note: Cells with NA values do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

*Last updated: 2/3/2015*



**Average Class Size and Class Size Distribution (Elementary)**

2011-12		2012-13			2013-14							
Grade Level	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	8.0	1	0	0	8.0	1			5.0	1		
1					8.0	1			10.0	1		
2	0.0	1	0	0	7.0	1			9.0	1		
3	0.0	1	0	0	7.0	1			7.0	1		
4					5.0	2			8.0	1		
5	0.0	1	0	0	9.0	1			9.0	1		
6					6.0	2			8.0	1		
Other												

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

*Last updated: 2/3/2015*

**Average Class Size and Class Size Distribution (Secondary)**

2011-12		2012-13			2013-14							
Subject	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 2/3/2015*

**Academic Counselors and Other Support Staff (School Year 2013-14)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Note: Cells with N/A values do not require data.

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 2/3/2015*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Supplemental/Restricted)</b>	<b>Expenditures Per Pupil (Basic/Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$3,305	\$00	\$3,305	\$56,375
District	N/A	N/A	\$3,305	\$55,913
Percent Difference – School Site and District	N/A	N/A	0.00%	56375.00%
State	N/A	N/A	\$4,690	\$57,931
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

*Last updated: 2/3/2015*

## Types of Services Funded (Fiscal Year 2013-14)

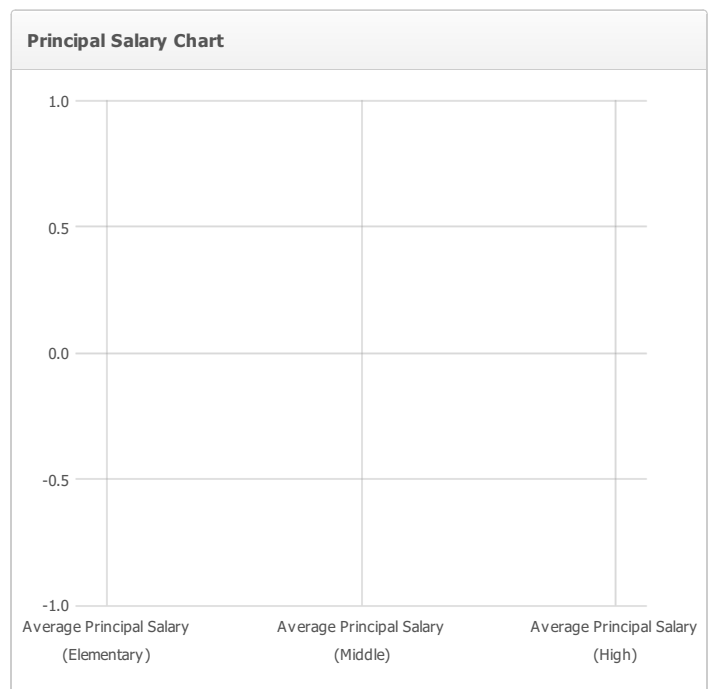
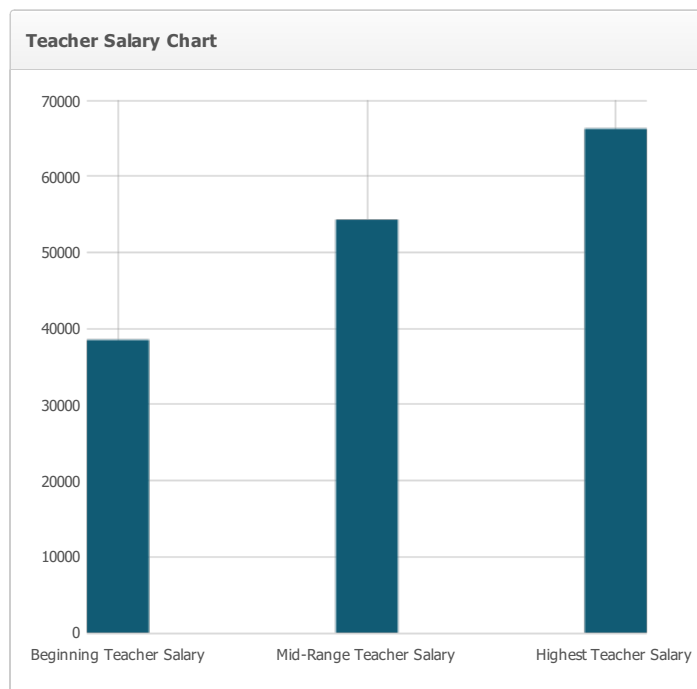
We offer Art, Music and Movement to all students every Wednesday. We also have field trips at least once a month and offer in house extracurricular activities. All 8th grade students travel at the end of the year with Costa Rica Outward Bound.

*Last updated: 2/3/2015*

## Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,500	\$38,970
Mid-Range Teacher Salary	\$54,300	\$56,096
Highest Teacher Salary	\$66,250	\$71,434
Average Principal Salary (Elementary)	N/A	\$91,570
Average Principal Salary (Middle)	N/A	\$97,460
Average Principal Salary (High)	N/A	\$99,544
Superintendent Salary	\$68,142	\$107,071
Percent of Budget for Teacher Salaries	45.0%	36.0%
Percent of Budget for Administrative Salaries	10.0%	7.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/csl/>.



*Last updated: 2/3/2015*

**Advanced Placement Courses (School Year 2013-14)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses		

Note: Cells with N/A values do not require data.

\*Where there are student course enrollments.

*Last updated: 2/3/2015*

## Professional Development – Most Recent Three Years

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We have 3 staff development days per year. Staff are encouraged to and do attend various workshops and conferences throughout the year.

*Last updated: 2/3/2015*